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ABSTRACT

This learning module focuses on the role of the community coordinator in the Teacher Corps and is designed to provide the student with knowledge about the role of the community coordinator and about community-based education. The module is divided into two sections, the first of which consists of written test/exercises on (a) the organizational structure of the Teacher Corps, (b) the functions of the community coordinator, and (c) strategies and resources of the community coordinator. The second part of the module presents case studies for group discussion by students. (HMD)

ED 095147

Edwina Battle:

Number 4

The Role of the Community Coordinator

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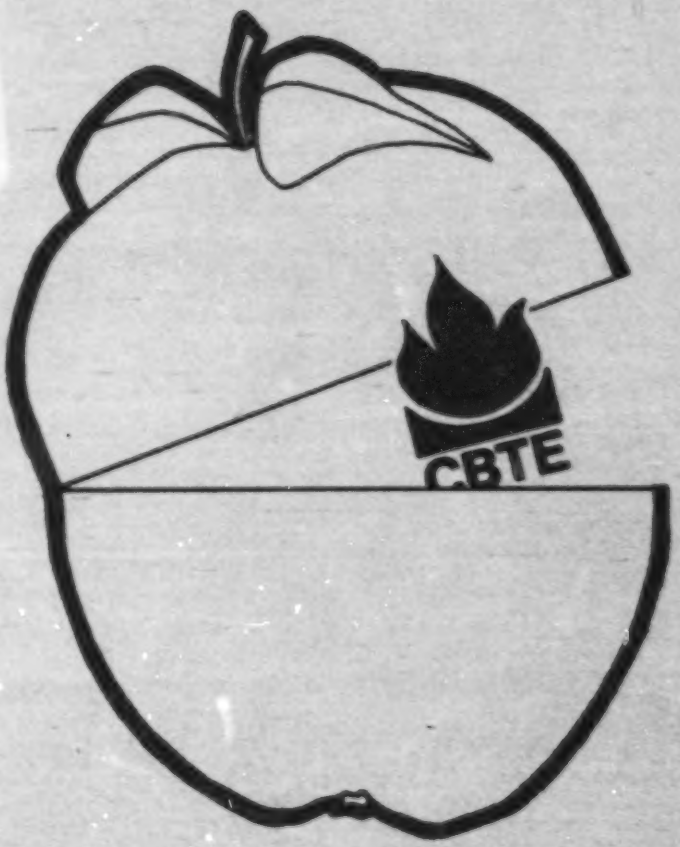

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TEACHER CORPS ASSOCIATES:
RESOURCES FOR CBTE

A Series of Materials for the Support of CBTE
Series Editor: Carl A. Grant, Director
Teacher Corps Associates Program
University of Wisconsin
Madison, Wisconsin 53706 Spring, 1973

SP008 323

RESOURCES FOR CBTE

Understanding CBTE

1. *A Module for Understanding the Characteristics of Competency-Based Education* by Alberto Ochoa 34 pp.

This is designed to assist intern-teachers in understanding CBTE through the use of an instructional module.

2. *A Seminar on Competency-Based Teacher Education for University Personnel* by Horace Leake 22 pp.

This is intended to help instructors of higher education prepare the basic tenets of CBTE to faculty staff.

Defining Roles In CBTE

3. *Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies* by Joseph Watson 10 pp.

This material includes objectives, test items and activities. The Curriculum Specialist's role in a CBTE program is specified.

4. *The Role of the Community Coordinator* by Edwina Battle 11 pp.

This module is designed to identify the role of the community coordinator in a Teacher Corps Project.

Initiating CBTE

5. *Bilingual Education: A Needs Assessment Case Study* by Fernando Dominquez 12 pp.

This describes the development of a questionnaire to use in a needs assessment for teachers in a bilingual setting. It includes results from one school district.

Implementing Competency-Based Educational Programs at Southern University by James Fortenberry 6 pp.

This is a case study of the transitional problems involved in shifting an entire university to a competency-based approach to education.

Use Of Competencies

6. *Competencies Essential for Diagnosing Reading Difficulties* by David Blount 36 pp.

This is a list of competencies. These competencies may be used in designing training modules for interns, teachers, or reading specialists.

7. *Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers* by Milo Kalectaca 33 pp.

This module is designed to provide competencies needed to train teachers of Hopi children in the basics of Hopi history and culture.

8. *Methods of Public School Music* by Edwina Battle 57 pp.

This is designed to give teacher trainees adequate background and training in music skills using competency-based education which can be adapted to meet the needs of children in the primary grades. It includes: (1) music fundamentals (2) instruments and their use (3) techniques in music instruction.

The Affective Domain

9. *Non-Verbal Communication and the Affective Domain* by Claudette Merrell Ligons 74 pp. Multi-Media Items*: 23 slides, 1 video-tape.

This training package is designed to prepare the teacher in the affective domain; it should improve the teacher's interpersonal relations skills by helping him/her better understand the non-verbal behavior of students.

10. *Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled Youth' of the Inner-City* by Vida Van Brunt 69 pp. Multi-Media Items*: approximately 100 slides (3 sets), 1 video-tape, 4 audio-tapes.

This is designed to provide teachers with strategies for communicating more quickly and easily with the inner-city youth labeled "delinquents" or "delinquent prone."

*Multi-Media items are available only from the author.

FOREWORD

In 1965 Teacher Corps received a congressional mandate to improve teacher education. This improvement was to be brought about by broadening existing teacher education programs and improving educational opportunities for disadvantaged children.

Teacher Corps recognized that one aspect of teacher education needing immediate attention was the lack of minority group representation in positions of leadership. In order to help fill this educational void, Teacher Corps instituted the Teacher Corps Associates Program. The program is designed to provide professional growth in the process of competency-based teacher education (CBTE) for teaching faculty and administrators in local Teacher Corps projects.

The Associates were selected after a national search by a committee composed of representatives from Teacher Corps National Field Council, AACTE's Committee on Performance Based Teacher Education, and the Technical Assistance Projects. The Associates are drawn from all areas of the country and from different minority groups; they are members of the teaching faculty of local Teacher Corps Projects, or are local Project Directors, Associate Directors, Program Development Specialists or Coordinators.

Since the program began in February, 1972, the Teacher Corps Associates have received extensive training in the basics of CBTE: principles of systems management, development of instructional modules, and identification of teacher competencies.

They have also gained valuable experience through visits to learning labs, universities, schools, communities, and R&D centers. The Associates have had opportunities to serve as consultants to other Teacher Corps programs, and to serve as resource persons and consultants at National Teacher Corps Conferences. An equally important aspect of the Associates' training has involved developing and extending their sensitivity to minority group concerns and fostering the awareness of common interests underlying unique cultural differences. As part of their training in CBTE, the Associates have produced this series of materials entitled Resources for CBTE.

Carl A. Grant
Director of Teacher Corps Associates

ED 095147

MODULE: THE ROLE OF THE COMMUNITY COORDINATOR

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MODULE: The Role of the Community Coordinator
Teacher Corps-001.00 (NSC)

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I. OBJECTIVE:

The participants will identify the role of the community coordinator and develop a working knowledge of community-based education.

II. RATIONALE:

One of the major goals of National Teacher Corps is the restoration of the public as an active partner in school affairs. The community coordinator has a definite role in providing experiences in the attainment of this objective. Thus, there is a need for community coordinators to become familiar with a wide range of skills, techniques and approaches to attain this objective.

III. PREREQUISITE

Acceptance in Teacher Corps as community coordinator.

IV. PRE-ASSESSMENT:

Paper pencil test (Multiple choice) to be obtained from discussion leader.

V. ENABLERS:

1. Study case studies included in module. Complete tasks assigned to each study.
2. Discuss with peers the tasks of a community coordinator.
3. List and describe functions which will identify the community coordinator's role.
4. Give recommendations to National Teacher Corps which positively affect community-based education.

VI. POST-ASSESSMENT

Successful completion of the above enablers.

Pre-Assessment
Teacher Corps-001.00 (NSC)

Directions: Choose one best answer and circle; after completion check answers and score.

Section I: Teacher Corps Organizational Structure

1. Teacher Corps can best be described as:

   a. A program which will develop changes in teaching techniques of pre-service and in-service programs.
   b. A program to strengthen the educational opportunities available to children of low-income families.
   c. A program to increase the educational thrust for minorities and low-income families and to assist institutions of higher learning and school districts in bringing about changes in teacher training.

2. Internship can best be described as:

   a. A commitment by teacher-trainees to work with children from poor families.
   b. A position in which interns are placed in local schools to get experience working with children of low-income families.
   c. An opportunity to demonstrate and refine teaching competencies that have been specified by the University in cooperation with the school district.

3. Competency-Based Teacher Education is best defined as:

   a. A "Performance-Oriented" Teacher Trainee Program.
   b. A prescribed program of teacher education in which goals are specified and agreed upon in advance of instruction.
   c. A teacher education program with pre-specified goals where in each student is accountable for competencies and emphasis is on demonstrated product.

4. Community-Based Education is best defined as:

   a. Those activities which encourage, support and develop educational activities beyond the regular school program.
   b. Community programs which provide education for children, adults and interns.
   c. Effective use of resources in the community to broaden the educational experience of all concerned.

5. The function of the Steering Committee is best described as:

   a. To devise the objectives of the program.
   b. To evaluate the academic work of interns in the classroom.
   c. To review the systematic management plan.
   d. To hire and fire staff.

6. A paraprofessional can best be described as:

   a. One who makes decisions concerning team operation and pupil learning.
   b. One who assists the professional but who is not directly involved in the teaching process itself.
   c. One who carries out such teacher assigned duties as preparing instructional materials, grading homework, and assisting in supervision of students.
   d. One who provides enriched learning experiences for the student.

7. A Team Leader can best be described as one who:

   a. Serves as chief arbitrator of team disputes and chief investigator of pupil-learning problems.
   b. Serves as chief lecturer to large groups, as well as chief lesson planner.
   c. Serves as liaison officer with special remuneration according to ability.
   d. Serves as coordinator of the decisions made by the total team through interaction.

Section II: Community Coordinator Functions

8. The role of the community coordinator in relation to the University can best be described as:

   a. One who serves as a grass-roots liaison between the community and university.
   b. One who should assist the university with the academic program as it relates to existing community services and programs, and who expresses the feelings of community as they relate to the academic program.
   c. One who relates the community problems as they exist to curriculum developers and expects changes in curriculum where needed.

9. The role of the community coordinator in relation to the school can best be described as:

   a. One who serves as a professional advisor to teams on educational matters.
   b. One who assigns community projects to interns and supervises each intern in his project.
   c. One who serves as a community liaison--providing a link with personnel and organizations outside the school who can contribute to the overall school program.
   d. One (a layman) who assists regular teachers in carrying out community projects and who provides educational programs for the children in that school.

10. The role of the community coordinator in the community can best be described as:

   a. One who serves as an administrator of projects involving the community which are sponsored by interns.
   b. One who serves as a service personnel encouraging parent participation and coordinating existing community services with community-based programs of interns.
   c. One who serves as a resource person who tells the community what the interns are doing and tells the interns what the community wants.

11. The community coordinator's ability to feel unthreatened and comfortable in a tri-demensional program depends primarily on:

   a. A knowledge of the interrelationship of the University, the community and the school.
   b. A vibrant personality and courage.
   c. A strong intention to succeed in the program.
   d. A partner who works with the coordinator, teacher, children and community.

12. The primary responsibility of the principal to the community coordinator is best described as:

    a. Advisor to advisee.
    b. Initiator of new and varied community-based programs.
    c. Informational vehicle for the community coordinator.
    d. A partner who works with the coordinator, teacher, children and community.

13. The first essential step in developing good parental involvement is:

    a. To accept parents as an untapped source of educational talents.
    b. To develop a cooperative partnership between parents and teachers for the benefit of the child.
    c. To enlist active community leaders in forming parent groups to support the school and its program.

14. The final evaluation of individual interns and team achievement in community involvement is probably determined by:

    a. Community Coordinator.
    b. School Coordinator and University Staff.
    c. Community Representatives.
    d. Combination of all.

15. The first important task for a community coordinator is:

    a. To do needs assessment of the community.
    b. To plan for corps interns' orientation to the community.
    c. To build a good relationship with the entire Teacher Corps Staff.
    d. To introduce the teams to several community members interested in community-based education.

16. The development of objectives for intern training in home visitations or parent conferences is the major function of:

    a. Community Coordinator.
    b. Director
    c. Community-Coordinator and School Coordinator.
    d. College Instructional Staff and Community Coordinator.
    e. Combination of all.

17. Select the primary tasks of the community coordinator and sequence them.

    _____Orientation of program personnel
    _____Identifying and locating resources
    _____Assigning interns to community projects
    _____Assessing the needs of the community
    _____Curriculum development for interns
    _____Negotiation of program budget
    _____Supervision of interns in teams in the school and community
    _____Setting up a calendar for community-based education

Section III: Strategies and Resources

18. In the development of a day care center by Teacher Corps Interns and parents, the community coordinator must:

    a. Supervise interns and community in the developmental stage and operational stage.
    b. Accept the development as actual responsibility.
    c. Approve plans when consulted.
    d. Be notified of specific changes in plans only.

19. Community coordinators must secure housing for incoming interns. The community coordinator would:

    a. Solicit cooperation from churches.
    b. Solicit the aid of Housing Authorities.
    c. Communicate with interested parents in the community in helping to locate homes.
    d. All of the above.

20. The community coordinator must prepare the community for the interns. Which strategy would yield best results:

    a. Allow interns to make their own impression.
    b. Provide Community Action Groups to explain the Teacher Corps Program door to door.
    c. Introduce interns at local PTA groups.
    d. Send out a newsletter to community about interns.

21. For interns who fail to see the importance of community work, the community coordinator could best encourage interns by:

    a. Suggesting that the advisor explain it to them.
    b. Giving interns books to read on the role of parents in education of children.
    c. Bringing in parents as consultants to work in seminars and group sessions.

22. You know an active community leader who has some understanding of the community and the school. You should solicit his help through:

    a. Direct personal contact.
    b. Providing an invitation to a field council meeting.
    c. The local P.T.A. meeting

Answer Sheet
Pre-Assessment 001.00
Role of the Community Coordinator

Section I: Teacher Corps Organizational Structure

1. - c
2. - c
3. - c
4. - a
5. - c
6. - c
7. - d

Section II: Community Coordinator Functions

8. - b
9. - c
10. - b
11. - a
12. - d
13. - a
14. - d
15. - c
16. - e

17. (1) Assessing needs...
(2) Identifying and...
(3) Orientation of...
(4) Setting up...
(5) Supervision of...

Section III: Strategies and Resources

18. - a
19. - d
20. - b
21. - c
22. - a

SELF-ASSESSMENT
SECTION I
GROUP DISCUSSIONS

1. What are the concepts, goals and objectives of Teacher Corps?

2. Define the roles of the following personnel:

   a. Director

   b. Community Coordinator

   c. Team Leader

   d. Cooperating Teacher

   e. Interns

3. In what way has your community been involved in the total Teacher Corps project design?

4. What role can teacher-aides, paraprofessionals and tutors play in your Teacher Corps program? Have the roles been definitively described? By whom?

CASE STUDIES
SECTIONS II AND III
GROUP DISCUSSIONS

I. As a community coordinator in a newly integrated suburban school neighborhood, you experience rejection on the part of some of the parents who hold the key to your success in establishing a community based program. Some of the interns are accepted by the parents and community.

What is your solution to the problem?

What are your reactions to alternative solutions?

II. Community and parents of this community are Chicanos and some are bilingual. Program materials and resources are not printed in the second language.

How can the community coordinator help make changes?

III. The team leader asks several parents if they would attend a weekly tutoring session as some background to the content their children are learning. The team leader makes the arrangements and begins these seminars. There are enthusiatic and self-assured parents who find the sessions a bore. There are other parents who feel inadequate and feel the sessions will reveal their inadequacies. Concerned parents are worried about the strategy used by the team leader. The community coordinator is approached for help.

What is the role of the community coordinator in this situation?

IV. Federal programs have furnished your project with money to pull volunteers into your community-based programs.

How can you locate alternative sources of funding to continue this program when the money is discontinued?

V. Interns of a different race from that of the community are rejected by the children and adults of the community...They request that the interns be replaced by members of their own race.

What is the role of the community coordinator in the solution of the problem?

What alternate strategies would you suggest?

VI. Parents who are interested in participating in their children's educational program live in another section of the city. Their children are bussed in to school each day. Because of the distance involved and the late evening programs (in some cases), the parents are unable to participate.

What resources would a community coordinator suggest?

VII. A team requests students from the University to serve as teacher aides. The Director gives the problem to the community coordinator to solve.

What suggestions would you as a community coordinator offer to the team?

VIII. Modly dressed, lacking some of the more traditional undergarments, your intern arrives at a community project, where upon the community worker promptly dismisses the intern for the day. The intern does not appear for the next two dates on the calendar. When the intern does return, correctly dressed (according to dress code of the community) she rejects several techniques for tutoring children and uses psychedelic improvisations of her choice. When approached about this, she categorizes the community worker's techniques as archaic and stifling to spontaneity and creativity. Then she departs. Because of your close contact with the intern, the community workers think it is your responsibility to make recommendations concerning the intern's future as a teacher.

What strategies would you use as a community coordinator?

What are some alternate strategies?

Group Task:

Review your participation in the group activity dealing with case studies; list functions which will identify your role as community coordinator and present to the total group.

Self Assessment for Resource Persons

1. What are some effective and successful volunteer programs in your Teacher Corps project?

2. How does a program involve the community (so that the community has significant and real input to the program)?

3. What is meant by "community based education"?

4. How does the community have input in suggesting competencies for the interns?

5. In what way has your Advisory Council, or LEA, contributed to the implementation of goals and objectives of your Teacher Corps Program?